



Azusa Pacific University
Center for Academic Service-learning and Research
“Where the Cornerstones Connect”

Spring 2011 UNRS Evaluation Report: Service-Learning Courses

**Student self-reporting through end-of-semester service-learning evaluation surveys
School of Nursing**

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Executive Summary

The Center for Academic Service-Learning and Research administers an end-of-semester Student Evaluation survey in each service-learning course. The evaluation tool is composed of seven Likert Scale questions and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and will give a sampling of essay responses taken from all nursing service-learning courses.

This report will summarize 285 nursing student evaluation responses collected from seven service learning courses.¹ The *Service-Learning Student Evaluation* asks students to assess their personal contribution to the service site, consider the course professor’s integration of the service-learning activity into the learning objectives, and to measure the effectiveness of in-class reflection time in relation to the service-learning project. The Likert Scale questions also assess the degree to which service-learning strengthens the student’s desire to continue in civic and community engagement, increases their ability to better understand the worth of all people, and the capacity to live out Christian values. Other questions are designed to assess the student’s awareness of a possible increase in intercultural competence and two questions address student understanding of faith integration within the course related to the service-learning project.

The data come alive when student voices are pulled from the four additional open-answer questions and are then compared to the Likert Scale portion of the service-learning evaluation. When statistics are studied within the context of the open-answer questions it is clearly evident that the service-learning experience creates significant learning opportunities to enhance individual scholarship in support of the course learning objectives. Service-learning also appears to increase student “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. There is also strong evidence from the self-reporting that students reflect upon a deepening personal faith and

¹ UNRS 105, 210, 212, 313, 314, 403, 410

increased capacity to live out Christian values in the community because the service-learning opportunities support the students' belief that service is a component of biblical Christianity.

The Center for Academic Service-Learning and Research is making this assessment data available as support evidence of the four major WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

Introduction

In this short report data from the Likert Scale portion of the evaluation has been averaged to provide an overview of the quantitative and qualitative responses of student self reporting. At the close of the semester each service-learning professor in the School of Nursing received individual student evaluation reports linked directly to their specific course and service-learning project. Each student comment was provided to the professor in support of pedagogical aims and outcomes, as well as presenting to each professor and department evidence of practical *transformational scholarship*.

Student Evaluation Summary

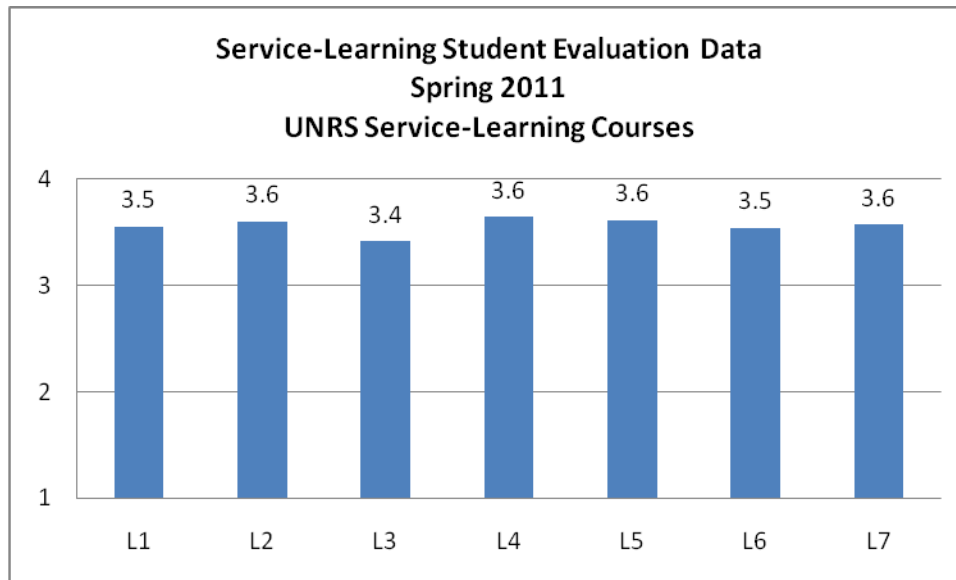
285 nursing students enrolled in seven service-learning courses responded to the spring 2011 evaluation. Nursing students reported increasing skill levels relevant to future career competencies obtained through working in a variety of clinical settings. As part of the service-learning requirement students were asked to reflect upon their experiences and participate in classroom discussion sharing observations connected to their experience working in hospitals, senior centers, and for some, creating health assessments for community members. Significant aspects of individual and personal reflection processes were shared in the open-answer portion of the student evaluation.

The Likert Scale questions in this report include the following statements:

1. I feel that I made a positive contribution at my service site.
2. My professor successfully integrated the service experience with the learning objectives of this course.
3. There was adequate classroom reflection time to get the most out of my service experience.
4. The service-learning experience helped me better understand the worth of all people.
5. This service-learning experience has deepened my desire to be involved in the community in the future.
6. This service-learning experience increased my capacity to live out Christian values in the community.
7. I was able to understand the connection between my service-learning experience and my personal faith.

The chart below visualizes the averaged totals of the Likert Scale values across the seven questions. Values are ranked:

4 = strongly agree
 3 = agree
 2 = disagree
 1 = strongly disagree



The chart below visualizes a basic measurement of the linear correlations resulting from the averaged student evaluation Likert data. In many of the courses there is a high correlation between the professor's level of success with integration of the service-learning component and student satisfaction across the other questions.

Correlations

		Q1/Positive Contribution	Q2/ Learning Objectives	Q3/Reflection	Q4/Value Others	Q5/Civic Engagement	Q6/Christian Values	Q7/Faith Integration
Q1/Positive Contribution	Pearson Correlation	1	.553**	.471**	.541**	.665**	.604**	.602**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	284	284	279	284	283	284	284
Q2/ Learning Objectives	Pearson Correlation	.553**	1	.696**	.514**	.558**	.495**	.485**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000

	N	284	285	280	285	284	285	285
Q3/Reflection	Pearson	.471**	.696**	1	.521**	.504**	.397**	.439**
	Correlation							
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	279	280	280	280	279	280	280
Q4/Value Others	Pearson	.541**	.514**	.521**	1	.667**	.633**	.634**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	284	285	280	285	284	285	285
Q5/Civic Engagement	Pearson	.665**	.558**	.504**	.667**	1	.708**	.669**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	283	284	279	284	284	284	284
Q6/Christian Values	Pearson	.604**	.495**	.397**	.633**	.708**	1	.787**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	284	285	280	285	284	285	285
Q7/Faith Integration	Pearson	.602**	.485**	.439**	.634**	.669**	.787**	1
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	284	285	280	285	284	285	285

** . Correlation is significant at the 0.01 level (2-tailed).

Likert Scale values are represented on the charts below with the following indications:

LV4: Likert Scale value 4 (strongly agree)

LV3: Likert Scale value 3 (agree)

LV2: Likert Scale values 2 (disagree)

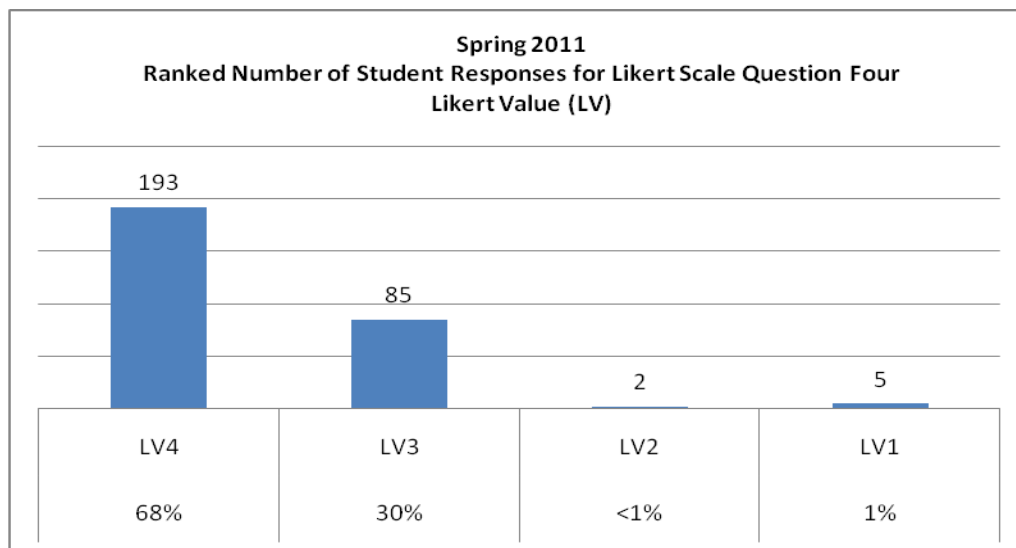
LV1: Likert Scale values 1 (strongly disagree)

God-Honoring Diversity

One Likert Scale question correlates with the university's pursuit for evidence of God-honoring diversity:

4. The service-learning experience helped me better understand the worth of all people.

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 285 nursing students who responded to the end-of-semester evaluation:



Q4: The service-learning experience helped me better understand the worth of all people.

- 193 (68%) *strongly agreed*
- 85 (30%) *agreed*
- 2 (<1%) *disagree*
- 5 (1%) *strongly disagree*

Two open-answer essay questions provide the students an opportunity to reflect upon respect for others:

1. *How did your service-learning opportunity impact your understanding and respect for other people?*
2. *If applicable, please give an example of something you learned about others or yourself through the service-learning experience.*

The student responses to the open-answer questions provide further evidence that students experienced shifts in perspective as they spent time serving in the community. When students reflected upon their experiences many observed an increase in awareness of others and an enlarged capacity to appreciate diverse cultures, beliefs and values. The following responses provide evidence of increased respect for and awareness of others, as well as promotion of intercultural competency through civic engagement and service activity tied to the service-learning curriculum. These student learning outcomes provide evidence of and support for the more specific goals of the larger *God-honoring Diversity* initiative.

A small sample of the student responses is included in the following section. A complete list of student responses from each course is provided to every service-learning professor at the end of each semester.

Student Self-Reflections

Course	Service-Learning	Student Comments:
UNRS 105 Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>Every time I meet with new people I feel like others become worth more. I love listening to everyone's life stories.</i>
		<i>It increased my understanding and respect for other people as well as made me appreciate them.</i>
		<i>The project helped me to really see that every individual, no matter what age, health status or other factors deserves to be respected and treated with love.</i>
		<i>I learned to respect people of all ages, especially the elderly.</i>
		<i>It showed me that there is still a sense of community between people no matter what age they are.</i>
		<i>Yes. I came to understand other people's values and beliefs and learn to respect their opinion.</i>
		<i>It helped me to realize the importance of having someone to talk to and helped me gain respect for the elderly.</i>

UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health	Clinical experience in various hospital maternity wards.	<i>Service-learning helped me a lot to understand and respect others.</i>
		<i>I was able to show respect to others of different religions and managed to provide best care.</i>
		<i>It taught me how to approach different cultures.</i>
		<i>It served to reinforce my belief that all people deserve dignity and respect.</i>
		<i>I had to understand and respect people of all backgrounds and cultures different from mine.</i>
		<i>This was an opportunity to working with people with different lifestyles.</i>
		<i>Reminded me that each patient has a human worth that is undeniable, teaching me to love and respect them.</i>
		<i>I was able to meet a lot of people very different than me and I realize we are still all the same.</i>
		<i>Taught me about different cultures and lifestyles when it comes to childcare.</i>
		<i>It helped me become less judgmental and more accepting and to respect their decisions.</i>
		<i>It taught me how to interact with people who are from different cultures than me.</i>
		<i>My belief in non-bias judgment carried into clinical and I enjoyed different interaction with different cultures.</i>
UNRS 212 Nursing Care of Adults and Elderly	Cared for adults and elderly at various hospital	<i>I see old people in a better light.</i>
		<i>It has helped me to better understand others.</i>
		<i>There are a variety of spiritual beliefs, but I can be considerate to all of the beliefs that vary from personal ones.</i>
		<i>It's important to respect all people of all religions, even if I don't agree.</i>
		<i>I learned to respect the values and beliefs that people have. I learned how to adjust my care according to the needs of others.</i>
		<i>I learned to value people from all backgrounds with all sorts of experiences as equals.</i>
		<i>It allowed me to work with a variety of</i>

		<i>people who I don't usually come into contact with.</i>
UNRS 313 Restorative Nursing	Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations	<i>It gave me tons of respect for those who are disabled and wanting to attend church. I want to be a voice for those who have fewer options.</i>
		<i>I was able to show love to the marginalized.</i>
		<i>I gained respect for individuals with physical disabilities.</i>
		<i>It opened my eyes to the things that are difficult for disabled people.</i>
		<i>All people need to be cared for and valued.</i>
		<i>I realized what a true challenge it is to live with disabilities and how important it is to recognize them.</i>
		<i>I want to respect and love all my patients.</i>
		<i>They deserve the same opportunities non-handicapped people do, therefore we should do all we can to ensure that.</i>
		<i>It has widened my perspective and allowed me to experience life from a different point of view.</i>
UNRS 314 Nursing Care of Children and Young Adults	Pediatric Clinicals	<i>I learned about many different types of people.</i>
		<i>It helped me broaden my understanding and respect for other people.</i>
		<i>I got to meet diverse people and cultures at the hospital.</i>
		<i>I have learned to better understand and respect those who are different from me.</i>
		<i>I understood different cultures and how to interact with parents of patients.</i>
UNRS 403 Leadership and Management in Professional Practice	Varied hospital experiences	<i>All people need to be treated with respect regardless of your and their role in the hospital. My preceptor was excellent at this.</i>
		<i>Respect is crucial to trust.</i>
		<i>It made me better understand the life and hearts of the homeless population.</i>
		<i>I love to help others. You give respect to gain respect.</i>
		<i>I learned that everyone approaches things from different viewpoints and I need to appreciate all of them.</i>
		<i>It gave me a lot of respect for nursing</i>

		<i>directors.</i>
		<i>Were all children of the Lord. It made me respect people more.</i>
UNRS 410 Community Health Nursing	Various community placements	<i>Definitely increased my respect for all people.</i>
		<i>I was able to work with people I never knew before.</i>
		<i>Respect all people no matter their cultural background.</i>
		<i>Yes, it helped me learn more about a different ethnicity and how to be more respectful when I don't understand.</i>
UNRS 410 (SA) Community Health Nursing	South Africa Term	<i>I learned that other cultures have different ways of running health care, and that instead of judging, it is important to first observe their way of life, and respect their way of doing things.</i>
		<i>God showed me a completely new reality while in South Africa as I saw how some people don't have the outlets in health care that we do in the states. Thus, I have a greater understanding of the disadvantaged in that area and how I could come along side them in their struggle.</i>
		<i>It has really shown me just how much worth each person has no matter what stage of life that they are in. Being non-judgmental is a big part of showing your love for someone.</i>
		<i>Through this experience I learned that it is critical to know and understand a person's culture before you educate them about anything. The information needs to be applicable to how they live and not just something you found on the internet.</i>

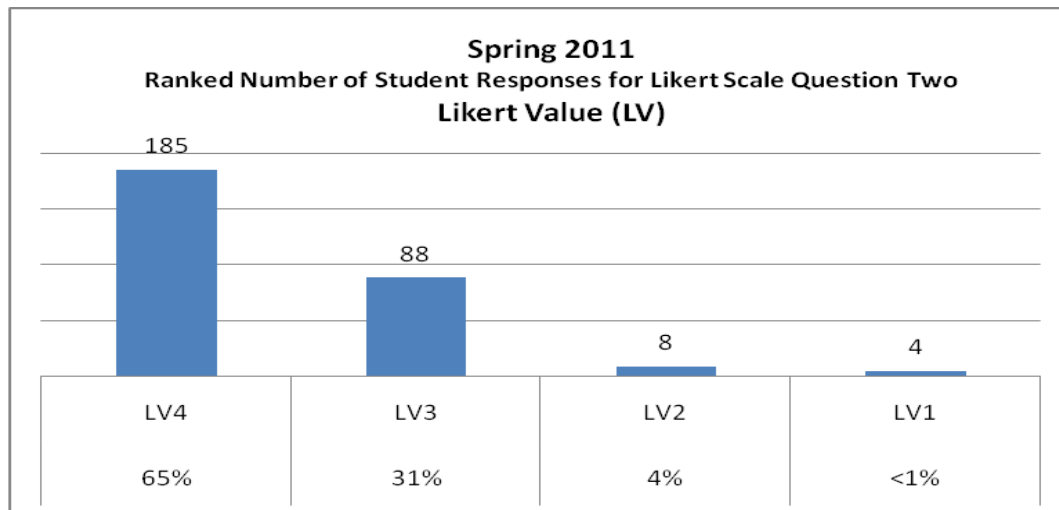
Transformational Scholarship

Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

2. *My professor successfully integrated the service experience with the learning objectives of this course.*

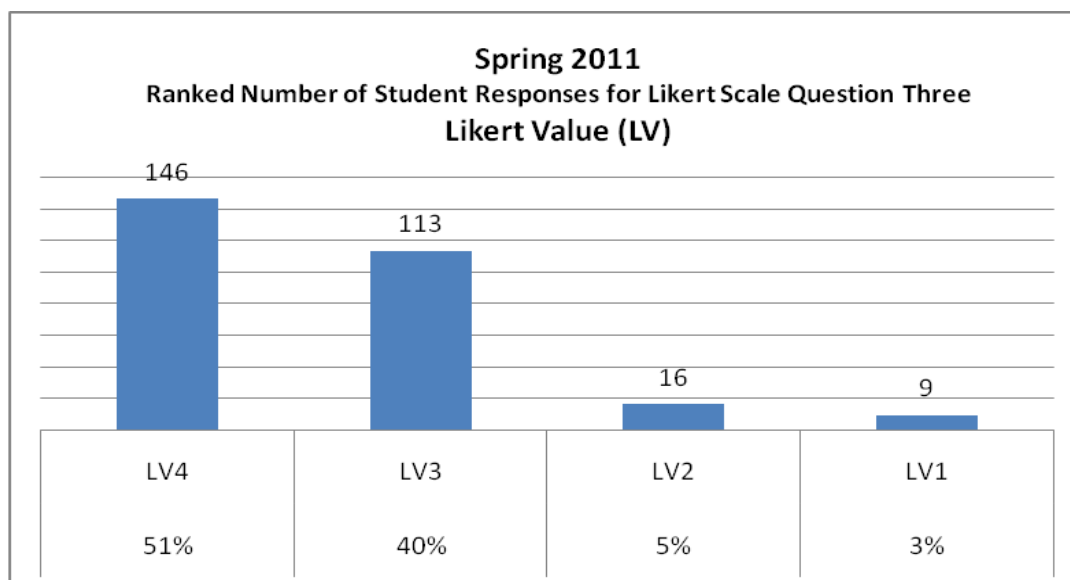
3. *There was adequate classroom reflection time to get the most out of my service experience.*

The chart below shows the breakdown of student responses to Likert Scale question two. Of the 285 nursing students who responded to the end-of-semester evaluation:



Q 2: My professor successfully integrated the service experience with the learning objectives of this course

- 185 (65%) *strongly agreed*
- 88 (31%) *agreed*
- 8 (4%) *disagree*
- 4 (<1%) *strongly disagree*



Q 3: There was adequate classroom reflection time to get the most out of my service experience.

- 130 (46%) *strongly agreed*
- 123 (43%) *agreed*
- 20 (7%) *disagree*
- 5 (<1%) *strongly disagree*

Student Self-Reflections

In addition to the Likert Scale questions the students also responded to the question “*What was of greatest value to you in this service-learning experience?*” The follow responses provide support and evidence of positive student learning outcomes, a specific goal of the larger *Transformational Scholarship* initiative.

Course	Service-Learning	Student Comments:
UNRS 105P Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>I loved being able to utilize what we learned about in the classroom and implementing it when we were communicating with seniors.</i>
		<i>I was able to take people's blood pressure and advise them on healthy eating patterns. I was able to talk with people and relate to them.</i>
		<i>I could implement what I am learning in to actual experience and being able to actually go out and make a difference.</i>
		<i>I learned that not all stereotypes about the elderly are true.</i>
		<i>I know a lot more than I say or credit myself with, and this semester gave me some confidence that once I am certified I will be able to help people with everything I know and even before then.</i>
		<i>I learned the importance of communication in working together as a team unit.</i>
		<i>Getting personal with the older adults and getting over stereotypes was important.</i>
UNRS 210 Nursing Care in Maternal, Newborn, and Women’s Health	Clinical experience in various hospital maternity wards.	<i>Gaining more clinical experience, learning to work with people of all ages</i>
		<i>Obtaining greater experience in providing nursing care to women and pregnant women</i>
		<i>Interaction with patients, opportunities to gain more knowledge</i>
		<i>With OB, it is difficult to learn the subject matter fully without actually performing clinical work. Without it, I never would</i>

		<i>have understood OB.</i>
		<i>My experience in a new field allowed me to expand my knowledge in nursing and caring for others.</i>
		<i>Applying what I want to do with the rest of my life</i>
		<i>Hands on experience with the patients and assisting with deliveries</i>
		<i>The amount of knowledge I learned from the staff nurses</i>
		<i>Helping others and implementing the skills I have learned to help others</i>
UNRS 212 Nursing Care of Adults and Elderly	Cared for adults and elderly at various hospital	<i>My greatest value was being able to experience more nursing skills than I was previously taught.</i>
		<i>Utilizing nursing skills and implementing knowledge was great.</i>
		<i>I valued meeting people from different economic status and with different world views and values than myself and learning from their strengths and challenges.</i>
		<i>Learning new nursing skills and having the opportunity to practice them (ex:IVS)</i>
		<i>I learned that I am a great communicator, but am weak in self-confidence.</i>
		<i>I learned that geriatric nursing is a very rewarding field.</i>
UNRS 313 Restorative Nursing	Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations	<i>I learned that there are so many changes a disabled person has to go through, in order to continue their activities of daily living.</i>
		<i>Getting to spend so much time with spinal and stroke patients and reflecting on these experiences.</i>
		<i>Getting to care for people going through rehab and being able to take part in their healing journey.</i>
		<i>Being able to integrate what I learned in the class into action.</i>
		<i>I learned that I am interested in reaching out to those who are handicapped in the future.</i>
		<i>Being educated on proper protocol for handicap and disabled was valuable.</i>
UNRS 314 Nursing Care of Children and Young Adults	Pediatric Clinicals	<i>In the classroom and clinical settings, we discussed ethical issues within the hospital.</i>
		<i>The clinical experience was valuable. CHLA is a great environment to learn. Everyone was so teaching oriented.</i>

		<i>Learning life lessons from experienced nurses. Building relationships with patients and their families.</i>
		<i>The hands-on care I was able to give to patients in the hospital left me with a satisfaction that I have not experienced anywhere else.</i>
		<i>The variety of patients and diagnosis gave many experiences and learning opportunities.</i>
		<i>Learning and working in as many different departments as possible</i>
		<i>Being able to go to so many different parts of the hospital and get the experience</i>
		<i>Gaining experience and working with people to accomplish the same goal</i>
		<i>Gaining more clinical experience, learning to work with people of all ages and cultures</i>
UNRS 403 Leadership and Management in Professional Practice	Varied hospital experiences	<i>I was able to see the nurse educator role at the hospital.</i>
		<i>Seeing management in action</i>
		<i>Learning the role of a nurse manager</i>
		<i>Being able to help future nursing students further expand their pharmacologic knowledge</i>
		<i>I was able to help out the hospital that I work at to provide safer patient care.</i>
		<i>Learning the value of dedicated leadership and the qualities that an effective leader possesses in working with others</i>
		<i>Seeing the leadership of my professor and implementing good communication between peers</i>
UNRS 410 Community Health Nursing	Various community placements	<i>Learning how to be a better leader</i>
		I loved my service-learning project because I was put directly into the community and learned what it means to work with others as a team to accomplish a goal.
		Getting firsthand experience with a nurse and at a location that I would like to work at in the future.
		Teaching children at an elementary school about personal hygiene at a very understandable level was awesome.

		Being able to teach a population that doesn't always get the attention they deserve (parolees).
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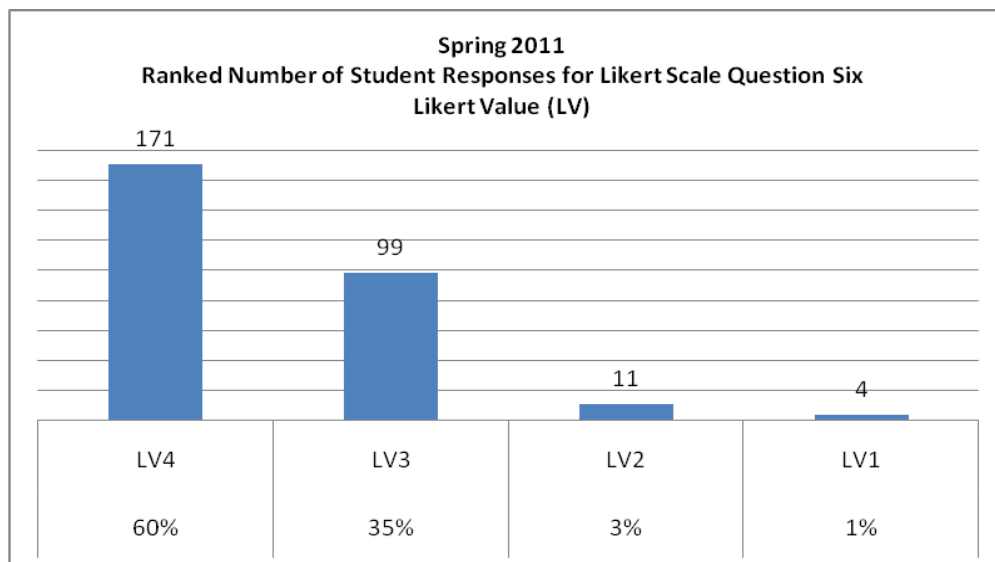
Faith Integration

Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

6. *This service-learning experience increased my capacity to live out Christian values in the community.*

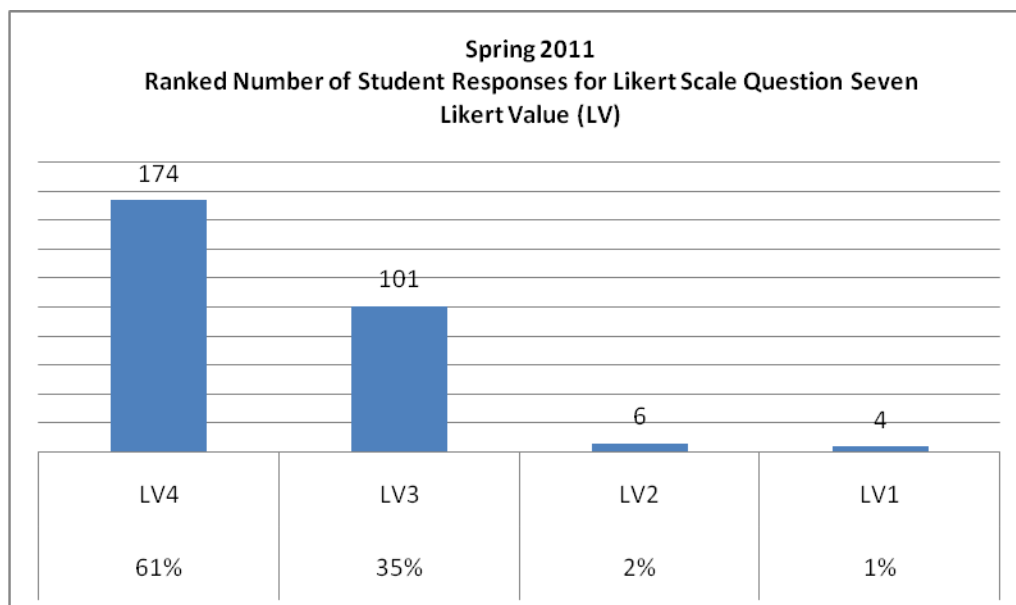
7. *I was able to understand the connection between my service-learning experience and my personal faith.*

Of the 285 nursing students who responded to the end-of-semester evaluation:



Q6: *This service-learning experience increased my capacity to live out Christian values in the community.*

- 171 (60%) *strongly agreed*
- 99 (35%) *agreed*
- 11 (3%) *disagree*
- 4 (1%) *strongly disagree*



Q7: I was able to understand the connection between my service-learning experience and my personal faith.

- 174 (61%) *strongly agreed*
- 101 (35%) *agreed*
- 6 (2%) *disagree*
- 4 (1%) *strongly disagree*

Student Self-Reflections

The 285 nursing students were quite capable of identifying and articulating their personal faith responses, correlating personal faith values and beliefs with the service-learning experience. All four open-answer questions elicited a variety of student responses with evidence of faith integration through service-learning. One question, “*How did your personal faith commitment impact your involvement in this service-learning experience?*” specifically asked the students to self-report about faith integration; however, the three other questions often elicited similar responses from many of the students despite the fact that personal faith commitment and values were not directly mentioned.

Course	Service-Learning	Student Comments:
UNRS 105P Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>It helped me to treat all of my patients equally, with the love of Christ. It was great practice to love all kinds of people in a committed setting.</i>
		<i>Knowing that I was being a servant of Christ helped me out the most in connecting my faith with the project we did at the senior center. My faith allowed me to reach out to those who are often times</i>

		<i>ignored and took joy in doing so. This project wasn't a burden, but an opportunity.</i>
		<i>Because of my faith, I tried to love each and every client. I prayed for them. Also, I did my best to serve the regular employees by helping however I could.</i>
		<i>I feel that my own faith commitment encouraged me to try to understand what the people were going through.</i>
		<i>I was able to integrate Christianity and my faith into my involvement by having a God centered outlook on my life.</i>
		<i>I believe my personal faith helped me to be more compassionate toward them and loving.</i>
		<i>I was able to be a compassionate interviewer even though my subject had different views than my own.</i>
		<i>My personal faith gave me the desire to work in the community.</i>
		<i>My faith propelled me to focus on caring for the individuals at the center and talking fully with them and enjoying hearing their stories.</i>
UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health	Clinical experience in various hospital maternity wards.	<i>I offered prayer to all the patients before they were discharged.</i>
		<i>Committed to persevere and give my best patient advocacy.</i>
		<i>I used my faith as a base to provide proper nursing care.</i>
		<i>Being a Christian really allowed me to love people I normally wouldn't have the opportunity of reaching.</i>
		<i>It helped me get through some of the hard experiences in clinical.</i>
		<i>Nursing has a spiritual aspect to it. It is very important.</i>
		<i>I was able to view the gift of birth as an amazing act of God and was always reminded that He is good.</i>
		<i>It was cool to see the birthing process from a view of faith and know that God created this.</i>
UNRS 212		<i>My faith kept me strong in the hard times I faced this semester.</i>

Nursing Care of Adults and Elderly	Cared for adults and elderly at various hospital	<i>I got into the hospital with the desire to do God's will. I am very open about my faith with others.</i>
		<i>My faith strengthened my learning and care for people.</i>
		<i>My faith gave me strength to work with others and show God's love in the best ways I know how.</i>
		<i>My faith was strengthened through relying on Christ for strength and to take my burdens.</i>
		<i>My faith grew greatly and I learned various things from patients, RN's, and my instructor.</i>
		<i>My faith is what made me want to be a nursing major-to help God's children.</i>
		<i>My faith influenced how I treated each patient with kindness and respect, hoping that they would recognize my sincerity and care for their well being.</i>
		<i>My faith is important with end of life preparation in the future and learning the value of life.</i>
		<i>It is the foundation of my decision making and it also allowed me to better relate and have relationships with my patients and their family.</i>
		<i>I was able to integrate my faith into my time with the patients.</i>
		<i>Working with patients and connecting to them on a spiritual level was important.</i>
		<i>I just wanted to make a positive contribution to my community and to the people in need.</i>
		<i>With each day, I have more motivation to care for people, no matter their race/ethnicity or religion.</i>
		<i>I tried to incorporate my Christian worldview into my patient interactions.</i>
UNRS 313 Restorative Nursing	Students assessed various churches to determine if setting is well-prepared to accommodate mobility	<i>I'm glad I was able to be a servant used to advocate for the disabled community.</i>
		<i>My faith allowed me to pray with people who were experiencing difficulties in adaptation.</i>
		<i>Christians are asked to advocate for the ones overlooked.</i>

	and comfort of disabled or elderly with physical limitations	<i>Helped me see all disabled as invited to Jesus' banquet table.</i>
		<i>It made me thankful for where I am at in life and all that God has given me. It gave me compassion.</i>
		<i>I love my church and I love serving the Lord in any way.</i>
		<i>My personal faith impacted my involvement in that I care strongly for others.</i>
UNRS 314 Nursing Care of Children and Young Adults	Pediatric Clinicals	<i>My faith is an anchor for why I do things.</i>
		<i>My personal faith allowed me to be hopeful and positive under any circumstances.</i>
		<i>Being a Christian is a great chance to show others God's love through patient care.</i>
		<i>I made me want to put more love and effort in my care.</i>
		<i>My aim is to show God's love through my words and actions.</i>
		<i>Loving the patients, caring for them, providing emotional, physical, and spiritual support.</i>
		<i>It made me feel like an ambassador for God.</i>
		<i>It helps when there is a bad prognosis.</i>
		<i>It gives me more patience and understanding with the families. I was humbled and able to provide better care.</i>
		<i>I brought my personal faith to the clinical setting by treating people with loving kindness.</i>
		<i>I know who the source of strength is in caring for others.</i>
		<i>I learned that spiritual assessment is important to provide optimal care for my patients.</i>
		<i>My faith tells me that there is a unique plan for all of us, even if we do not understand.</i>
		<i>Found a good Christian nurse that taught me the real meaning of being a "vessel" in the hospital.</i>
		<i>I was able to care for patients holistically including spirituality.</i>

UNRS 403 <i>Leadership and Management in Professional Practice</i>	<i>Varied hospital experiences</i>	<i>Values pertinent to my faith were seen in the interactions with other people involved in my project.</i>
		<i>My desire to keep people healthy stems from my belief that people are gifts from God.</i>
		<i>I was able to integrate faith and vocation.</i>
		<i>My personal faith commitment impacted me to want to learn and take as much from this experience as I could to bring into my work.</i>
		<i>My faith helped me to Integrate faith through service.</i>
		<i>How important faith is to me to get through crazy busy days.</i>
		<i>My project really stretched my comfort level with my own abilities and forced me to rely on my faith for the rest.</i>
UNRS 410 <i>Community Health Nursing</i>	<i>Various community placements</i>	<i>My faith gave me the courage to do this service-learning experience.</i>
		<i>Whenever I encountered a problem I could always fall back on my faith.</i>
		<i>I definitely learned the power of prayer, and how important it is to pray with patients.</i>
		<i>Being able to pray with patients made the project better.</i>
UNRS 410 (SA) <i>Community Health Nursing</i>	<i>South Africa Term</i>	<i>I started praying for this project before it even began, asking God to open my eyes to the needs of the community. I also continued to pray and wait in faith as the project came together.</i>
		<i>My faith helped me view each patient as a child of Christ--a child that needs love and patience and kindness regardless of their circumstances, attitudes, or beliefs.</i>
		<i>My faith was the foundation for this experience. Nothing that we could do was apart from the work God is already doing in South Africa, and I was truly unable to help many of the people we worked with. In many cases, all I could do was pray that the patients received the love of God and had peace in their situations.</i>

		<i>We are told to help those who cannot help themselves; In Africa, there were so many people who couldn't help themselves when it came to health care. It was important to help educate them on things they could do to improve their health on a daily basis.</i>
		<i>My own personal faith has helped me to not give up and to constantly offer myself even when I felt weary. I now have a love for serving others even more than before.</i>

Intentional Internationalization

Senior-level nursing students enrolled in APU's South Africa Study Abroad Program were provided the extended learning opportunities of clinical experience in the most challenging of circumstances. Service-learning community development opportunities include serving with an HIV/AIDS health program and teaching at an orphanage. Some students have the opportunity to intern at local NGOs (non-governmental organizations), as well as support other local community development organizations.

Student responses taken from the end-of-semester student evaluations reflect the degree to which this term in such a diverse and challenging culture affected the APU students. The student responses to the service-learning evaluation provide strong evidence supporting all four of the major WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*.

Responding to the question, ***“What was of greatest value to you in this service-learning experience?”*** the students said:

1. *I greatly valued being able to be in the community setting with the South African people. I feel like I was able to experience a part of their culture, and learn to understand things about their culture that I otherwise wouldn't have without this experience.*
2. *I valued being able to help members of the community learn to improve their health and take charge of their health.*
3. *Just being exposed to things broadened my horizons and worldview.*
4. *Just the fact that I was in the midst of God's people and doing his will was of value. I feel like being in South Africa has taught me so much patience and so much about service and God's plan.*
5. *I learned so much working with patients in another country who have no money.*
6. *It was so great to witness the power of prayer in this project and how God was so evidently involved. It was also amazing to see everything come together for the tile mosaic project and to see the patients love this form of art therapy we offered them.*

7. *The greatest thing to me was beginning to see people the way God sees them and not the way I inherently see them.*
8. *Gaining a deeper insight into the term "community" nursing was important to me.*
9. *I valued the people I came in contact with.*

Summary Observations

The majority of nursing students replied similarly when responding to questions about service-learning and faith integration. The students in the spring 2011 semester very competently communicate how the service-learning (clinical experience) stretched them as Christians, challenged them to question aspects of their personal faith and/or the nature of God's will in the lives of others, and to fully realize a dependence on God to motivate them as they pushed through difficult and trying experiences. They showed a clear awareness that the complexities of their duties, as well as stressful working circumstances (difficult assignments) encouraged them to draw upon their faith commitments. For many, clear growth in their personal spirituality was evident in their self-reflection.

Whereas in other disciplines the majority of students place greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith, nursing students communicate seasons of profound growth and change through perspective altering encounters with sick and dying patients tied to their own helplessness in such circumstances.

The open-answer questions ask the students to relate their service-learning experience to intercultural competency or diversity awareness and many of the students considered respect and care for others as a major component of their spiritual development. Nursing students expressed an increased sensitivity to the struggles of children and families from all sectors of the community. The majority of nursing students gave specific examples of how service-learning increased their understanding and respect for other people.

The service-learning curriculum designed for study-abroad programs and used specifically in the South Africa term provides at its core major support aimed at specific student learning outcomes and in support of all WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship*, and of course, *Intentional Internationalization*. The Nursing students who participate in this major program experience clinical settings that can be described as difficult and stressful. Upon returning to APU the students share their core beliefs have been challenged and tested as they worked with extremes of poverty, AIDS and other disease. They also experience deep Christian humility and enthusiasm for what they could contribute to changing lives as they complete their degree expecting to graduate as well-qualified nurses.

Although we in the Center for Academic Service-Learning and Research plan and create the necessary faculty, student and community connections to support successful *student learning outcomes*, we believe that our evaluation processes are strong support to larger APU assessment needs, providing the much needed evidence that students themselves understand and appreciate the value of *God-honoring Diversity*, *Faith Integration*, *Transformational*

Scholarship, and for the students who participated in the South Africa term, a wealth of experience in an *international service-learning* experience. We are delighted with our ability to support the university in these four important areas.